

HOUSE BILL REPORT

HB 2976

As Reported by House Committee On:
Education

Title: An act relating to approving the segmented mathematics assessment as an alternative assessment.

Brief Description: Approving the segmented mathematics assessment as an alternative assessment.

Sponsors: Representatives Sullivan, Haigh, Quall, Liias and Nelson; by request of Superintendent of Public Instruction.

Brief History:

Committee Activity:

Education: 1/29/08, 2/5/08 [DP].

Brief Summary of Bill

- Authorizes use of the segmented mathematics course and assessments as an approved alternative assessment to the high school Washington Assessment of Student Learning.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass. Signed by 7 members: Representatives Quall, Chair; Barlow, Vice Chair; Haigh, Liias, Roach, Santos and Sullivan.

Minority Report: Do not pass. Signed by 2 members: Representatives Priest, Ranking Minority Member; Anderson, Assistant Ranking Minority Member.

Staff: Barbara McLain (786-7383).

Background:

In 2006 the Legislature directed the Office of the Superintendent of Public Instruction (OSPI) to develop a 10th grade mathematics assessment that would present the Essential Academic Learning Requirements (EALRs) in discrete segments that could be separately assessed using a

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valid and reliable tool comparable in rigor to the Washington Assessment of Student Learning (WASL) when all of the segments are combined.

In 2006-07 the OSPI developed three course segments and assessments (Number Sense and Algebraic Sense, Geometric Sense and Measurement, and Probability and Statistics) and provided training to school districts on the course content, instructional modules, and accompanying assessments. The courses are designed to provide instruction for students who score at Levels 1 and 2 on the high school WASL. Students must earn a comparable number of total points across the three assessments to what is required for the WASL.

More than 8,000 students took the first assessment segment in December 2007.

Students who do not meet the state standard on the 10th grade WASL may attempt to demonstrate their knowledge and skills through a number of different alternative assessments. To be used as an alternative to the WASL, an assessment must be expressly authorized by the Legislature for that purpose.

Summary of Bill:

Beginning in the 2007-08 school year, students may use the following as an approved alternative assessment to the high school mathematics WASL: an assessment option developed by the OSPI that presents the EALRs in segments; is comparable in content and rigor to the WASL when all segments are considered together; is reliable and valid; is administered in conjunction with a segmented mathematics course; and can be used to determine whether a student has met the high school standard.

Appropriation: None.

Fiscal Note: Not requested.

Effective Date: The bill takes effect 90 days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony:

(In support) There is some concern about adding yet another alternative assessment, but the number of students submitting collections of evidence is too small to make a meaningful difference. In the long run, this will be a better option. More than 8,000 students took the first exam segment in December. Schools like this option for a number of reasons. The instruction in the segmented course is directly tied to the assessment. This connection motivates students to learn math. Of all the alternatives, this one holds the most promise for math.

(Opposed) None.

Persons Testifying: Representative Sullivan, prime sponsor; Jerry Bender, Association of Washington School Principals; and Bob Butts, Office of the Superintendent of Public Instruction.

Persons Signed In To Testify But Not Testifying: None.